

NDSD CONNECTIONS

North Dakota School for the Deaf is a division of the Department of Public Instruction, Dr. Wayne G. Sanstead, State Superintendent

October 2003

ACCOMMODATIONS FOR CHILDREN WHO ARE DEAF OR HARD OF HEARING

Taken from the National Center on Low Incidence Disabilities website:
<http://www.nclid.unco.edu/Deaf/accommodations.html>

Currently, there is a national movement for higher educational standards and greater accountability for all students in America's schools. This pressure from parents, community members, and policymakers is causing educators to look beyond the issues of placement, due process, and compliance and to focus on student performance (Elliott, 1996). Simultaneously, we see a reduction in self-contained classrooms for students who are deaf or hard of hearing and an increase in educational programs that support an inclusion philosophy (Schildroth & Hotto, 1996).

Inclusion has been described as educating all students in general education classes in their neighborhood schools and providing supports to students and teachers so that all can be successful (Turning Points Project, 1993). The inclusion movement started in the early 1990s, and implementation has occurred based on



several principles (Turnbull, Turnbull, Shank, & Leal, 1995):

- A students receive education in the school they would attend if they had no disability.
- School and general education placements are age- and grade-appropriate.
- Special education supports exist within the general education classroom and in other integrated environments.
- The focus is on changing classroom instruction for the benefit of all students.

The majority of students who are deaf or hard of hearing receive all or part of their education in the general education classroom (Schildroth & Hotto, 1996). A major obstacle to the provision of appropriate services for students who are deaf or hard of hearing in general education classrooms is the simple fact that most general education teachers do not feel that they are adequately prepared to educate students who are deaf or hard of hearing (Chorost, 1988;

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Deaf Awareness Week

2003: September 21-27
2004: September 19-25



ACCOMMODATIONS FOR STUDENTS—CONT.

(Continued from page 1)

Martin, Bernstein, Daly, & Cody, 1988) and that they do not receive sufficient support from the deaf education teacher (Luckner, 1991).

Research consistently indicates that education of students with any type of disability in the general education classroom is most effective when the general education teacher is able to make accommodations in instruction and assessment to meet students' individual needs (Algozzine & Maheady, 1986; Salend, 1994). A variety of reasonable

accommodations for instruction and assessment currently exist. The choice of accommodations will depend on the needs of the individual student as well as the instructional style of the teacher. In general, teachers will want to choose accommodations based on three guidelines:

- (1) Those that are most likely to positively affect the student;
- (2) Those that require the least time and effort on the part of the teacher. In spite of the fact that making adaptations often requires some additional work for teachers, they should not demand so much time and effort that they interfere with teaching other students. A more involved adaptation should be tried only if needed.
- (3) Those that the teacher feels comfortable with. Each of us are all more likely to implement an approach successfully if we believe in it.

A list of potential adaptations is provided from the list along the side of the web page - divided into seven general areas. (Environmental, Input, Output, Social, Behavioral, Evaluation and Grading). Taken from: Luckner, J. & Denzin, P. (1998). In the mainstream: Adaptations for students who are deaf or hard of hearing. *Perspectives in Education and Deafness*, 17

North Dakota School for the Deaf's Outreach Department is available to provide consultations to professionals working with students who are deaf or hard of hearing. This can be done either through an in-service or observations or both. Contact the Outreach office closest to you or call Carol Lybeck, Outreach Department Coordinator, at (701) 662-9000. Phone numbers and addresses of Outreach Departments are located on bottom of page three.

Environmental

- ◆ Give student a swivel chair on casters.
- ◆ Use flashing lights along with bells for signaling class schedule.

Input

- ◆ Team teach with a teacher of students who are deaf or hard of hearing.
- ◆ Supplement lesson with visual materials (e.g., real objects, pictures, photographs, charts, videos).
- ◆ Use concise statements or simplified vocabulary.
- ◆ Teach organizational skills and assist student to generalize these skills.

Output

- ◆ Allow students to make models, role play, develop skits, and create art projects to demonstrate their understanding of the information.
- ◆ Allow written or drawn responses to serve as an alternative to oral presentations.

Social

- ◆ Structure activities and experiences for deaf and hearing students to work together.
- ◆ Teach units on social topics (e.g., friendship, avoiding fights, emotions, stealing, dating, dealing with divorce).
- ◆ Provide direct instruction on specific social skills (e.g., starting conversations, giving compliments, responding to criticism).

Behavioral

- ◆ Provide consistent expectations and consequences with regard to classroom routines and rules.
- ◆ Use assignment books and/or folders to increase organizational and memory skills.
- ◆ Teach student anger control strategies.

Evaluation

- ◆ Modify vocabulary used in test items to match student abilities.
- ◆ Provide graphic cues (e.g., arrows, stop signs) on answer forms.
- ◆ Teach test-taking skills.

Grading

- ◆ Use IEP as the criteria for grade.
- ◆ Use a checklist of competencies associated with the course and evaluate according to mastery of the competencies.

LITERACY AND ACADEMIC ACHIEVEMENT

Taken from website:

<http://home.inreach.com/torsi/deafliteracy.html>



Historically speaking, educational achievement among the deaf has been poor. However, there have been numerous deaf people who have become successful. Remember: Deafness is **not** a mental defect. The reason for low academic achievement begins with language delays. If a child is diagnosed at two or three years of age as having a hearing loss, there is a high potential for language delays since the child may have

been missing large portions if not all of the auditory input that hearing children get from birth. Compounded with this, there has been lower expectations on academic achievement of deaf children. In general, a child who is expected to achieve high goals and who is encouraged at home and at school tends to do better. The area in which deaf children have traditionally been low is in reading and literacy in English. Every child, including deaf children, need a rich reading environment at home. They need exposure to both analytic (grammar, vocabulary, etc) reading and functional (meaning, literature-based, concepts) reading.

Below, you will find one approach to improving literacy in deaf children. This is not the **only** approach to literacy, but a look at how deaf children of deaf parents learn to read. Deaf children of deaf parents have been known to reach a higher level of achievement and literacy than other deaf children. One of the reasons for this is that deaf parents expected their children to read. There is no question, just as hearing parents expect their children to read.

Here are some strategies that a classmate at California State University, San Jose developed for a class project. She interviewed deaf parents of deaf children. She asked them how they taught their children how to read. Here is a list of the Top Ten Strategies Deaf Bilingual Parents use to Promote Literacy Skills in Their Deaf Children



Reading Strategies for Deaf Children

By Kathy Holcomb



1. Have age appropriate books ready on hand in each room, even in the bathroom.
2. Start with waterproof books and board books with clear pictures for the babies. Read at least one book every night for this age group. As the children get older, increase the number of books.
3. Use props such as stuffed animals to role-play while reading the books together.
4. Translate from written English to ASL to explain the concept of the story since ASL can reflect the moods and emotions more clearly.
5. As the children become aware of the English language, point out key words as you sign. Sign in English word order and fingerspell words with affixes whenever appropriate.
6. Fingerspell to the children at an early age. Children develop an ability to understand finger spelling by age 2 - 2 1/2. By age 3 or 4 they can become proficient at reading and understanding finger spelling.
7. Take the children to the bookstore and library often to encourage them to buy or borrow books. Also, have them subscribe to their own magazines.
8. Encourage the children to write, including thank you notes and letters.



9. Interpret the television shows until the children develop independent reading skills.

10. Have the children practice typing on TTY (teletypewriter) and call their friends. This provides two way communication to develop their English skills.

Northeast:

Devils Lake Office
1401 College Drive
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Northwest:

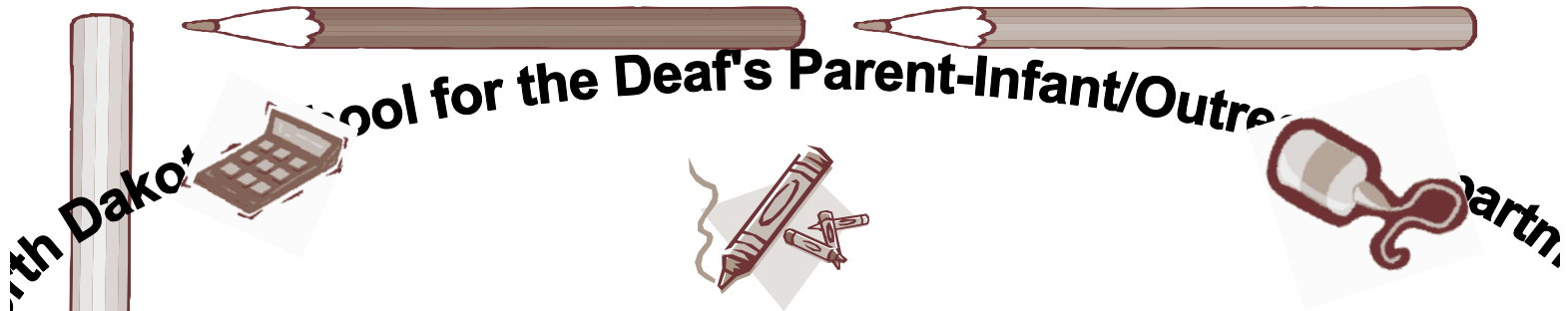
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500 University Avenue W.
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418 East Broadway,
Suite 228
Bismarck, ND 58501
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Southeast:

Fargo Office
1621 S. University Dr.
Suite 210
Fargo, ND 58103
Phone: (701) 239-7116



Pausing to reflect on this biennium's Parent-Infant/Outreach accomplishments and growth is encouraging. Several new projects were started and many old ones continued and strengthened. I'm grateful for the persistence and commitment of my co-workers as we continue to find needs and address/fill them. We provide information and awareness to hundreds of people each year, in a variety of ways, making presentations, giving workshops and seminars, answering calls. We are committed to meeting new needs, providing new information, and building continued awareness. Please feel free to access our services at any time. The following is a summary of the Parent-Infant/Outreach activities.

*Carol Lybeck
PIP/Outreach Coordinator*

Presentations

Over the past several years, requests for presentations have steadily increased and requests have been received from a wide variety of sources. During the past biennium, Outreach has conducted 120 presentations on such topics as sign language, speech and language development, transition, careers in deafness, classroom strategies and assistive technology.

Sign Classes

To support families, day care providers, and other service personnel in learning sign language to communicate with their children, Outreach staff has provided several regional evening sign classes. During the past two years, 188 people have participated in these classes.

Consultations

"Relationships are the key to change."

The Outreach staff have been working hard over the past several years to gain trust and build rapport with school districts and various agencies. The Outreach staff is pleased that many schools and agencies have called to request consultative services regarding their deaf or hard of hearing students. There is increased understanding of the necessity of a Teacher of the Deaf's input for planning appropriate educational programming.



Assessments

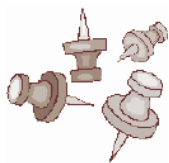
The comprehensive assessment services have been extensively utilized by a variety of schools throughout the state. Over the past biennium, the Outreach staff, with the support of other NDSD staff, have provided assessment services to 14 school-aged students.

Deaf Awareness Activities

In addition to planning events at NDSD, Outreach staff strive to promote deaf awareness throughout all regions of the state. Many schools invited us to present on this topic. During the past two years, we have spoken to approximately 1,000 students. Additional activities include live TV and radio interviews with outreach staff, public library story hour, public service displays, and picnics.

Deaf Community

The Outreach Staff is involved with coordinating activities for socialization, interaction and fun that provide deaf adult mentoring to deaf and hard of hearing children in their communities.



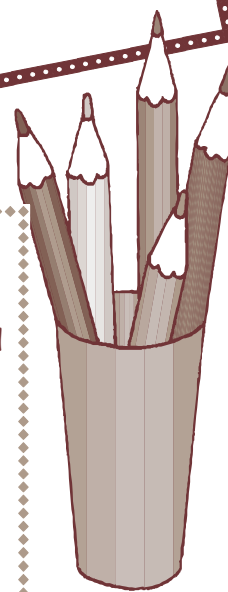
Parent-Infant Program

The Parent-Infant Program is a family-centered, home-based early intervention program offered to families with children ages 0 through 2 years of age who have or may have a hearing loss. In accordance with federal mandates, a goal of the PIP is to provide information, guidance and support to families in their responsibility to make educated decisions about their child. Within the last two years the Parent-Infant Program has

Summer Camps

Along with NDSD students, many other deaf and hard of hearing students around the state who have received Outreach services have come to camp. Over the past two years, Camp I has averaged 20 campers and Camp II has averaged 10 campers.

This year's camp focused on the Lewis and Clark Expedition.



Information Dissemination

Outreach distributes a quarterly publication, "Connections", to 1,300 people in North Dakota and surrounding states.

Outreach is responsible for compiling current research and using it to develop numerous products that meet specific needs within each region

Family Learning Vacation

Each year the Outreach department provides an opportunity called family learning vacation for parents to gather. With today's busy family schedule, this has taken a variety of formats to meet changing needs. FLV may include large group guest speakers, mom and dad small groups, and family entertainment. FLV activities usually attract 8-10 families.

Audiology:

First Sounds

First Sounds is a federally funded grant to provide hearing screening to all babies born in North Dakota. Outreach staff have participated in this project since its inception 3 years ago.

Outreach staff sit on the First Sounds Advisory Board and are directly involved in the follow-up of children.

NDSD Otoacoustic Emissions Screenings (OAEs)

For the past two years, the Outreach Department has conducted 200 free OAEs to children around the state.

E.A.C.H.— Education About Children and Hearing

E.A.C.H. workshops provide professional development opportunities to professionals in the state working with children who are deaf and hard of hearing. We have had excellent attendance with approximately 35 participants in each class including deaf educators, regular educators, early interventionists, Speech/Language Pathologist, and Audiologists. Professionals receive college credit for studying a variety of topic areas such as: Audiology, Language, and Literacy



List of collaborations with the Outreach Department and Parent-Infant Program:

Infant Development	Early Headstart	Day care centers
Minot State University	Public Health	Senior Citizens Centers
Special Education Districts & Directors	Voc Rehab	ND State University
Anne Carlsen Center for Children	Schools	Human Services
Department of Public Instruction	Right Start	Service Clubs
Ear, Nose, Throat Specialists	Headstart	Lake Region State College
Cochlear Implant teams	Audiologists	Nursing Homes
Speech, Language Pathologists	Families	Pediatricians
Administrators		Teachers for the Deaf

Recent National Involvements:

National Technical Assistance Consortium [NTAC]

- ♦ Assisted in the development of a functional hearing evaluation protocol for children with deafblindness

*SKI*HI*

- ♦ This nationally recognized early intervention curriculum for deaf and hard of hearing children is revised every five years. As certified SKI*HI users, Outreach staff provided input regarding assessment and cochlear implants which will be contained in the 2003 edition.

Perkins School for the Blind Documentary

- ♦ Linda recently attended a training in Deafblindness at Perkins in Boston. Portions of this training (and Linda ☺) are contained in a TV documentary which has aired on Discovery Health.

Audiology Online

- ♦ An online audiological publication featured an article co-written by Holly and local audiologists. This article has been approved by ASHA as professional development material for audiologists and Speech and Language Pathologists.

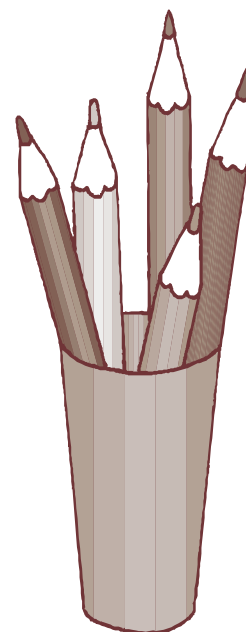


Deafblind Project

Through a federally funded grant, the Department of Public Instruction oversees the North Dakota Deafblind Services Project. This project is administered through NDSB with Mr. Cofer being the director and Colleen Sanford the coordinator. The project provides technical assistance to children with dual sensory impairments ages 0 through age 21. NDSB Outreach staff collaborates with NDSB/VS staff to serve these children.

In the works

- Collaborative Research with Dr. John Luckner through the National Center for Low Incidence Disabilities (NCLID) at the University of Northern Colorado
- Literacy Training at the fall North Dakota Speech/Language Hearing Association Conference
- Sign Language Training at the North Dakota Early Childhood Conference
- Issues in the Mainstream regional workshops
- Statewide Annual Deaf Awareness Art Contest



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Deaf Awareness Week: Learning about Hearing Loss

Deaf Awareness Week (DAW) is the last full week (Sunday through Saturday of September, in commemoration of the first World Congress of the Deaf held that week in 1951. However, Deaf Awareness events can be held at anytime of the year. For example, a school may hold a Deaf Festival in April to provide the students, faculty and staff several months of preparation; or a library may have a Deaf Awareness exhibit in December in honor of the birth of Laurent Clerc (Dec. 26, 1785) and Thomas Hopkins Gallaudet (Dec. 10, 1787)

Objectives of Deaf Awareness Week include the following:

- ⌘ To be able to differentiate between misconception and fact about deafness and deaf culture.
- ⌘ To understand the differences in the attitudinal approaches to deafness by the hearing public and deaf people themselves.
- ⌘ To learn about types, degrees, and causes of hearing loss and other audiological information.
- ⌘ To become familiar with terminology related to deafness.
- ⌘ To become familiar with various forms of sign language and other communication means.
- ⌘ To understand the functions of assistive devices used by people who are deaf or hard of hearing.
- ⌘ To better understand an interpreter's role
- ⌘ To learn about the types of educational programs and support services that are available to deaf persons.
- ⌘ To gain an understanding of the psychosocial aspects of deafness.
- ⌘ To become familiar with the services and resources that are available to the deaf community
- ⌘ To learn relevant tips for communicating with deaf and hard of hearing people.
- ⌘ To have a better understanding of deaf culture.
- ⌘ To recognize that "Deaf People Can Do Anything Except Hear! (I. King Jordan)

If interested in learning more about hearing loss related topics, contact the North Dakota School for the Deaf at (701) 662-9000 or an outreach department office located closest to you.